

**COMMON CORE ESSENTIAL ELEMENTS  
FOR  
SEVENTH GRADE**



## COMMON CORE ESSENTIAL ELEMENTS FOR SEVENTH GRADE

<b>Seventh Grade English Language Arts Standards: Reading (Literature)</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Key Ideas and Details.</b>	
<b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.7.1.</b> Cite text to draw inferences from stories and poems.
<b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>EERL.7.2.</b> Determine the theme or central idea of a text and identify the details that relate to it.
<b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>EERL.7.3.</b> Recognize the relationship of two story elements.
<b>Craft and Structure.</b>	
<b>RL.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>EERL.7.4.</b> Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.
<b>RL.7.5.</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>EERL.7.5.</b> Determine how poetry form and structure contributes to its meaning.
<b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>EERL.7.6.</b> Identify how a character's point of view is the same or different from another character.
<b>Integration of Knowledge and Ideas.</b>	
<b>RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>EERL.7.7.</b> Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.
<b>RL.7.8.</b> (Not applicable to literature)	<b>EERL.7.8.</b> N/A
<b>RL.7.9.</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>EERL.7.9.</b> Recognize the difference between fictional characters and nonfictional characters.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.7.10.</b> By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EERL.7.10.</b> **This Essential Element references all elements above.

<b>Seventh Grade English Language Arts Standards: Reading (Informational Text)</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Key Ideas and Details.</b>	
<b>RI.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.7.1.</b> Cite text to draw inferences from informational text.
<b>RI.7.2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>EERI.7.2.</b> Determine two central ideas that progress throughout the text.
<b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>EERI.7.3.</b> Identify interactions between individuals, events, or ideas in text.
<b>Craft and Structure.</b>	
<b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>EERI.7.4.</b> Determine the meaning of words and phrases as they are used in an informational text.
<b>RI.7.5.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>EERI.7.5.</b> Determine how headings, key words, and key phrases relate to the topic of a text.
<b>RI.7.6.</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>EERI.7.6.</b> Determine author's point of view and compare to own point of view
<b>Integration of Knowledge and Ideas.</b>	
<b>RI.7.7.</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>EERI.7.7.</b> Compare the experience of reading a text to listening or watching a video of the same text.
<b>RI.7.8.</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>EERI.7.8.</b> Delineate the specific claims for text.
<b>RI.7.9.</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>EERI.7.9.</b> Compare information provided by authors of two different texts on the same topic.
<b>Range of Reading and Level of Text Complexity.</b>	
<b>RI.7.10.</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EERI.7.10.</b> **This Essential Element references all elements above.

<b>Seventh Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Text Types and Purposes.</b>	
<b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>EEW.7.1.a-b.</b> Write a claim and support it with reasons or other relevant evidence.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>EEW.7.1.c.</b> N/A
d. Establish and maintain a formal style.	<b>EEW.7.1.d.</b> N/A
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>EEW.7.1.e.</b> N/A
<b>W.7.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>EEW.7.2.a-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>EEW.7.2.c.</b> N/A
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.7.2.d.</b> Use domain-specific vocabulary when writing about a topic.
e. Establish and maintain a formal style.	<b>EEW.7.2.e.</b> N/A
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>EEW.7.2.f.</b> N/A

<b>Seventh Grade English Language Arts Standards: Writing</b>	
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<b>W.7.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>EEW.7.3.</b> Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>EEW.7.3.c.</b> N/A
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>EEW.7.3.d.</b> N/A
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>EEW.7.3.e.</b> N/A
<b>Production and Distribution of Writing.</b>	
<b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>EEW.7.4.</b> Produce writing that is appropriate for the task, purpose, or audience.
<b>W.7.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
<b>W.7.6.</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>EEW.7.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.
<b>Research to Build and Present Knowledge.</b>	
<b>W.7.7.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>EEW.7.7.</b> Conduct research to answer a question based on multiple sources of information.

<b>Seventh Grade English Language Arts Standards: Writing</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>W.7.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>EEW.7.8.</b> Select quotes from multiple print or digital sources that provides important information about a topic.
<b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	<b>EEW.7.9.</b> Use information from literary and informational text to support writing. a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters.").
b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	<b>EEW.7.9.b.</b> Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., "Delineate the specific claims in a text.").
<b>Range of Writing.</b>	
<b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>EEW.7.10.</b> Write routinely for a variety of tasks, purposes, and audiences.

<b>Seventh Grade English Language Arts Standards: Speaking and Listening</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Comprehension and Collaboration.</b>	
<b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>EESL.7.1.</b> Engage in a range of collaborative discussions. a. Come to discussions prepared to share information.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.

<b>Seventh Grade English Language Arts Standards: Speaking and Listening</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>EESL.7.1.c.</b> Remain on the topic of the discussion when asking or answering questions or making other contributions.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>EESL.7.1.d.</b> Accept when others involved in the discussion agree or disagree with own perspective.
<b>SL.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>EESL.7.2.</b> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.
<b>SL.7.3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>EESL.7.3.</b> Determine whether the claims made by a speaker are fact or opinion.
<b>Presentation of Knowledge and Ideas.</b>	
<b>SL.7.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>EESL.7.4.</b> Present findings including descriptions, facts, or details related to a main idea or theme.
<b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.
<b>SL.7.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EESL.7.6.</b> Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

<b>Seventh Grade English Language Arts Standards: Language</b>	
<b>CCSS Grade-Level Standards</b>	<b>Common Core Essential Elements</b>
<b>Conventions of Standard English.</b>	
<b>L.7.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>EEL.7.1.</b> Demonstrate standard English grammar and usage when writing or communicating.
a. Explain the function of phrases and clauses in general and their function in specific sentences.	a. Produce simple complete sentences when writing or communicating.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	<b>EEL.7.1.b.</b> N/A
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[sic]	<b>EEL.7.1.c.</b> N/A



<b>Seventh Grade English Language Arts Standards: Language</b>	
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<b>L.7.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie; but not, He wore an old[,] green shirt.</i> ) b. Spell correctly.	<b>EEL.7.2.</b> Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation when writing a sentence or question.  <b>EEL.7.2.b.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
<b>Knowledge of Language.</b>	
<b>L.7.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*[sic]	<b>EEL.7.3.</b> Use language to achieve desired meaning when writing or communicating. a. Use precise language as required to achieve desired meaning.
<b>Vocabulary Acquisition and Use.</b>	
<b>L.7.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.7.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content related words is missing from a sentence.  <b>EEL.7.4.b.</b> N/A  <b>EEL.7.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.  <b>EEL.7.4.d.</b> N/A
<b>L.7.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>EEL.7.5.</b> Demonstrate an understanding of word relationships. a. Demonstrate understanding of synonyms and antonyms.  <b>EEL.7.5.b.</b> N/A

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c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<b>EEL.7.5.c.</b> N/A
<b>L.7.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>EEL.7.6.</b> Use general academic and domain-specific words and phrases.